

*my***IPS***.org*

DRAFT

TRANSFORMATION JOURNEY

IPS AND MASS INSIGHT PARTNERSHIP

January 7, 2014

transformation journey

Considerations

- Turnaround best practices
- Shift from takeover to transformation
- Proactive and earlier intervention
- Planning meetings
- Evansville site visit

partnership

Considerations

- ❑ Build on existing work
- ❑ Embedded presence
- ❑ Proven track record
- ❑ Strengthen capacity
- ❑ Develop systems and structures

takeaways

Evansville (EVSC)

- Additional professional development time
- Professional learning communities
- Academic coaches
- Focus on lesson planning
- Custom plans and targets

takeaways

Evansville (EVSC)

- ❑ School improvement planning
- ❑ Strategic planning
- ❑ School climate and culture
- ❑ Capitalize on internal expertise
- ❑ Corporation leads the work in partnership

theory of action

We have begun the work to organize the entire district around the concept of the internal lead partner (Transformation Zone) model.

Organized into
learning communities
East, West, Magnet

Increasing district
embedded presence

Some authority over
key elements

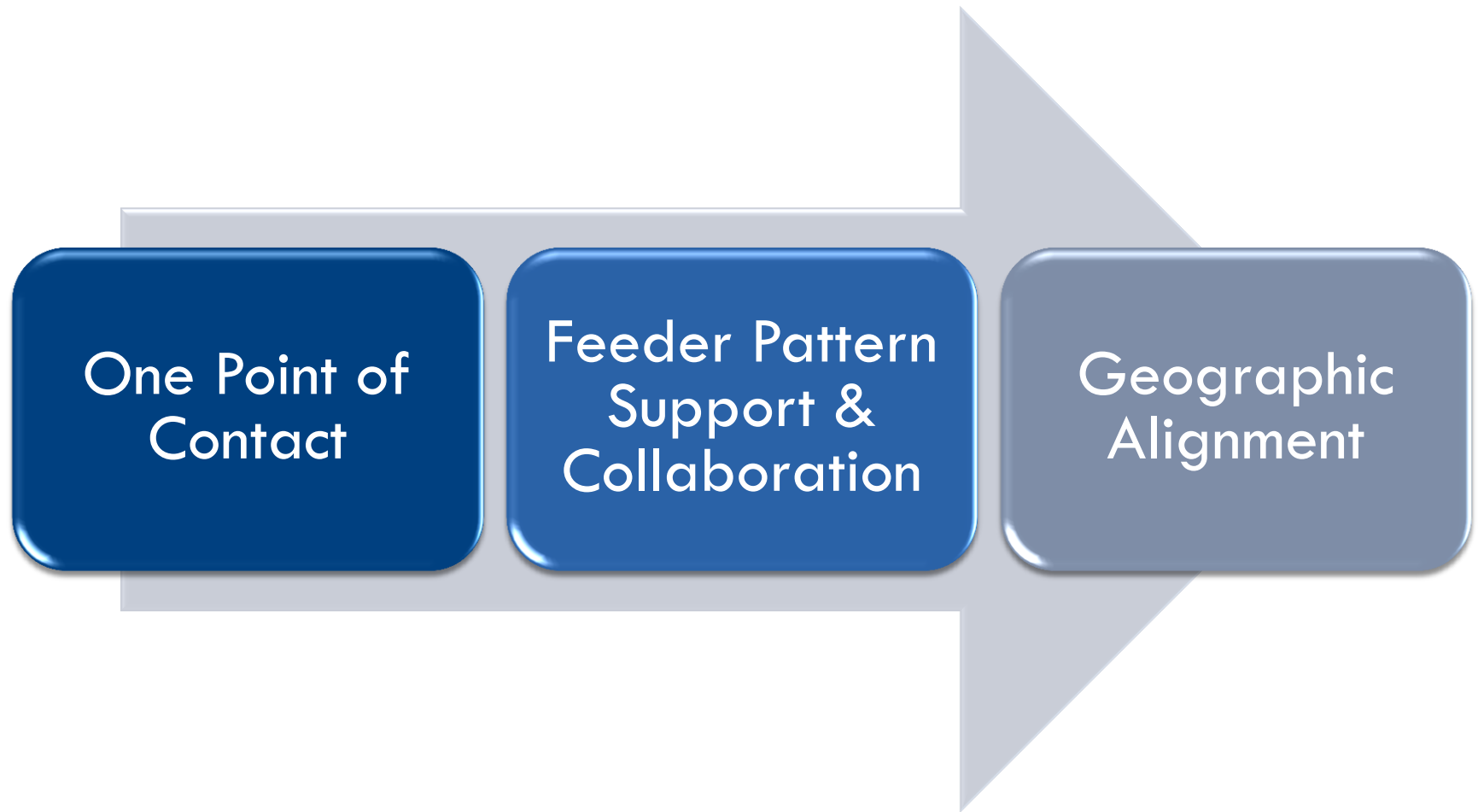
turnaround

learning communities

priority

transformation

learning communities



priority schools

priority schools

Washington Irving 14

Joyce Kilmer 69

Elder W. Diggs 42

Francis Scott Key 103

Riverside 44

Broad Ripple Magnet

James Russell Lowell 51

George Washington Community

Ralph Waldo Emerson 58

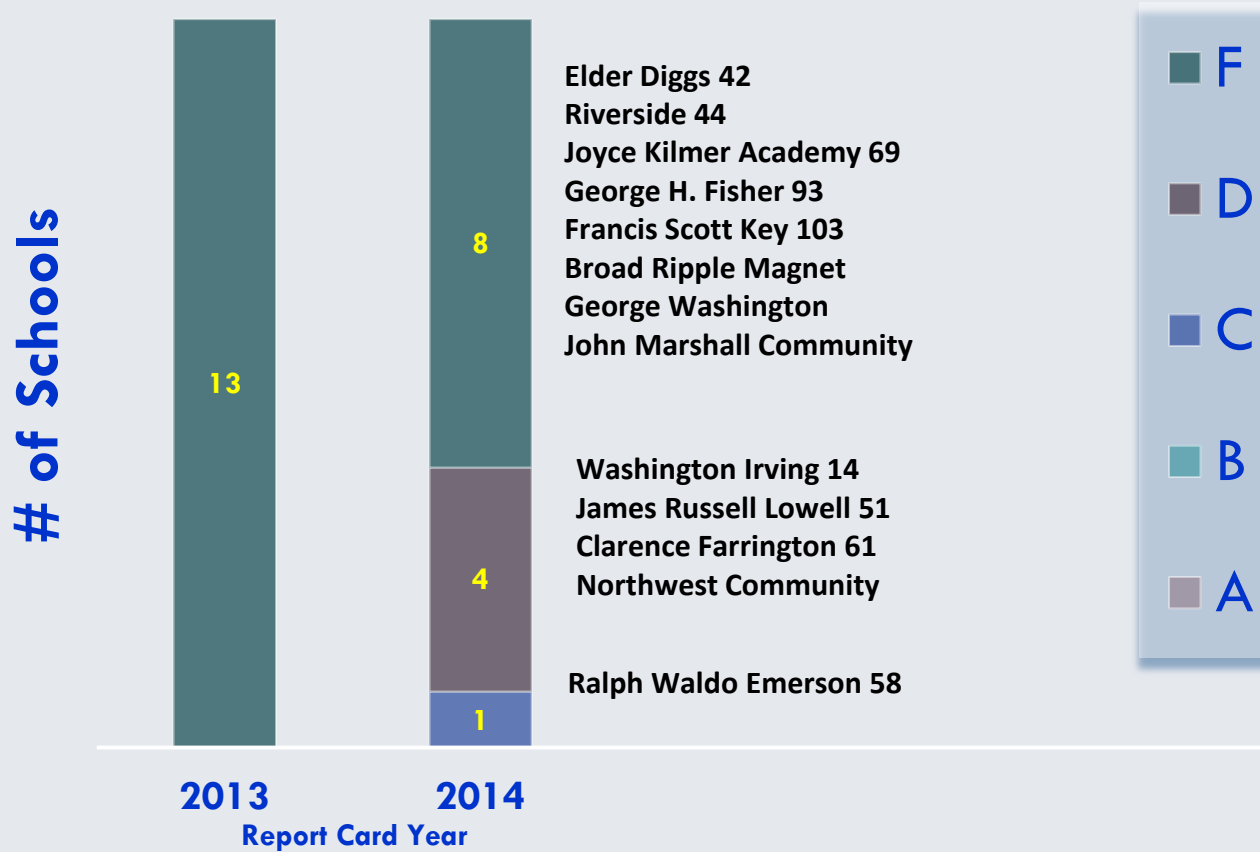
John Marshall Community

Clarence Farrington 61

Northwest Community

George H. Fisher 93

IPS A-F Report Card Trends



Pillars of Transformation

Staffing

- Recruitment/Hiring
- Central Services
- School-based

Instructional & Support Strategies

- Instructional Planning within IPS Framework
- Content Specific Training
- Strategic Coaching

Climate

- Student Behavior Model
- Staff Morale
- Culturally Responsive Environment

Monitoring Systems

- Weekly
- Monthly
- Quarterly

Action Steps and Support

Strategic Instructional Planning



Walkthroughs & Instructional Audits



School Support Matrix and Coaching



Content Specific Training

priority high schools

- Redesign middle school work
- Implement on-time graduation initiative
- Increase parent involvement
- Utilize support from instructional coaches
 - ▣ Provide professional development
 - ▣ Conduct instructional audits
 - ▣ Perform model lessons

priority high schools

Broad Ripple

- Refine arts and humanities focus
- Continue priority school model
- Enhance magnet curriculum

Arlington

- Conduct community input meeting
- Explore partnerships
- Revisit options

Transformation Zone (TZ)

phase I

(March 2014 – July 2014)

- Partner builds contextual knowledge (district and school)
- Partner conducts 5-8 independent School Readiness Assessments
- Partner recommends an initial TZ model design
- Partner proposes a scope of services to scale an initial TZ model over a 3-5 year timeline

reflection

- Do we still agree on the starting theory of action?
- Are the agreed upon assurances being met by both parties?
- Is the funding in place to support the work?
- Does the partner still meet the threshold for the elements that were most important to IPS when choosing a partner initially?

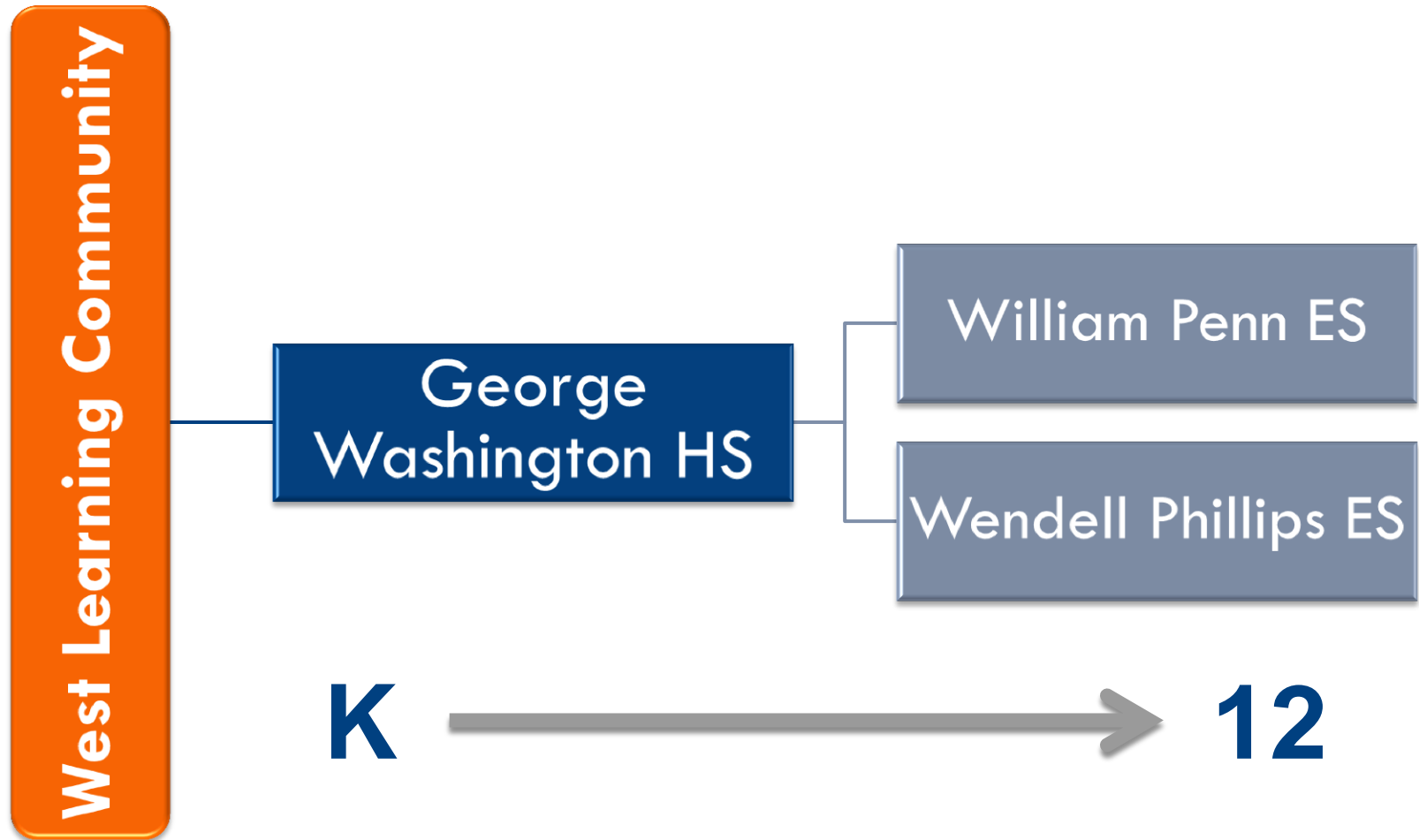
phase II

(July 2014 – July 2015)

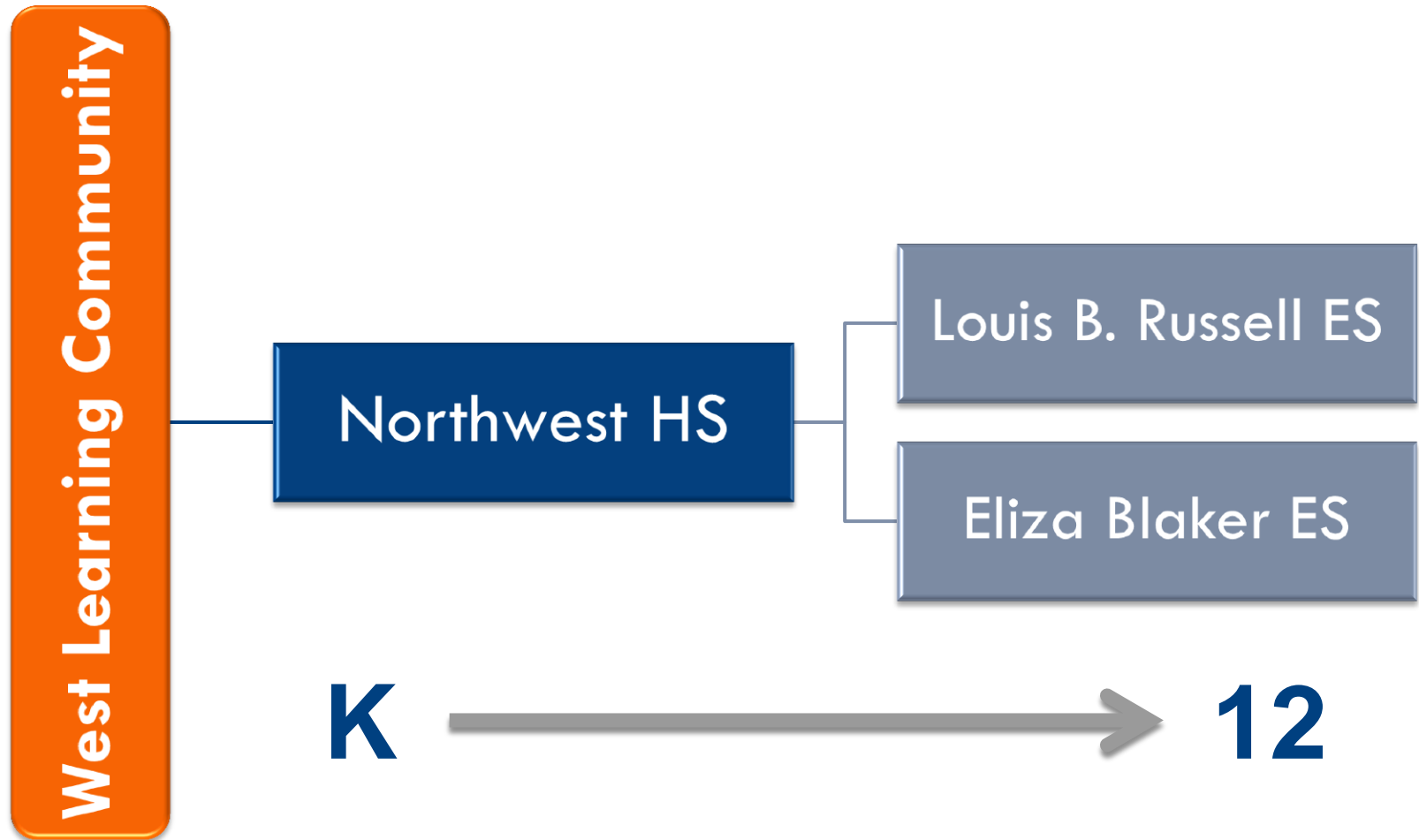
Phase II works to build an initial TZ model projected to included 2 high schools (Northwest HS, George Washington HS) along with 4 feeder schools.

Funding	Staffing	Performance Goals	Working conditions	Time on task	Professional Development	Facilities	Autonomy
Lead partner	Advisory Council	Aligned Partnerships	Planning	Talent	School management	Clusters	Long-term Impact

transformation



transformation



unpacking phase II

Phase II will include the planning work necessary to implement an internal lead partner (Transformation Zone) model

- Building infrastructure
- Fostering community support
- Creating necessary conditions related to human capital
- Promoting accountability of turnaround schools

phase III

(July 2015 – July 2016)

- Manage implementation of the initial TZ model (2 HS + 4 feeders)
- Create strategy and structure for sustainability
- Adjust TZ and central office to improve management functions of schools

phase IV: scaling

- Scale the model incubated in phase I-III
- Review and revise plans and performance targets
- By 2016, intervention model is sustainable and differentiated
- By 2016, implement model in additional two high schools and feeders

Mass Insight has strongly recommended that IPS start with a manageable Transformation Zone Model.

Allows partners to assess what is working and what isn't before scaling

Affords the opportunity to pilot and incubate cutting edge practices

Ensure the feasibility of the model within the context of IPS and its community

investment

Mass Insight

- Phase I- \$350,000
- Phase II- \$600,000
- Phase III- \$600,000
- Phase IV- \$600,000

IPS Funded

Learning Community Staff (3)

Priority School Staff (10)

Professional Learning

Transformation Request

Mass Insight Partnership

Transformation Zone Directors (2)

Transformation Zone Coaches (2)

*my***IPS***.org*